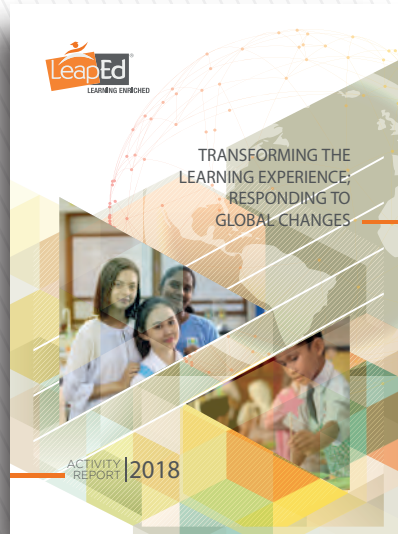




# TRANSFORMING THE LEARNING EXPERIENCE; RESPONDING TO GLOBAL CHANGES



ACTIVITY  
REPORT | 2018



## COVER RATIONALE

The design of our 2018 cover features three teenaged schoolgirls against a backdrop of a world map, symbolising their capacity to become responsive to global changes. Meanwhile, the young student holding a star reflects the potential we see in every student and the benefits a transformative learning experience can bring.



# TABLE of CONTENTS

## TABLE of CONTENTS

### OUR STORY

- 6 • About Us
- 7 • Leaped as a Social Enterprise
- 8 • Values- i4
- 9 • Chairperson Foreword
- 10 • Managing Director's Message
- 11 • Board of Directors 2018 Highlights
- 12 • Management Team 2018 Performance
- 14 • Our Journey
- 16 • Our Presence
- 18 • 2018 Event Highlights

### OUR APPROACH

- 22 • Theory of Change
- 24 • Monitoring and Evaluation

### OUR PROGRAMMES

- 30 • Trust Schools Programme
- 34 • DTP-AMAN
- 36 • Ground-up School Transformation (GUSTO)
- 38 • Islamic School Enhancement Programme (ISEP)
- 40 • Latest Innovation: LeapEd Core Series

### OUR CULTURE

- 44 • Cultivating A Knowledge Sharing Culture
- 47 • Social Impact Committee
- 50 • Innovation Pipeline

### OUR FUTURE WITH EDTECH

- 54 • Middle Leaders' Network (MidleN)
- 55 • Digital Citizenship
- 56 • VR Cardboard Programme

### OUR PEOPLE

- 60 • Shaping of the Role of Leadership Bench
- 62 • Upskilling Competencies through Training

### OUR FINANCIALS

- 66 • Report on the Selected Audited Financial Information
- 67 • Selected Audited Financial Information





# OUR STORY









## About US

LeapEd believes that all children deserve an education that prepares them for the challenges the future will surely bring.

Our passionate education specialists are collaborating with global and local experts to curate innovative programmes that transform education, one school at a time.

We create supportive teams who look at every aspect of school operations, then design, develop and implement customised programmes with measurable, sustainable impact.

As a social enterprise working across a diverse education ecosystem, we ensure that every investment goes towards the betterment of people and society. There is no school too small, no community unworthy.

We want to be the catalyst that improves the life opportunities of every single child we work with.



## LeapEd as a **SOCIAL ENTERPRISE**

LeapEd was established as a Social Enterprise; thus we are a revenue generating business with a social purpose – we re-invest any surpluses back to the community.

We believe that investing in education is the smartest decision you can make. Education opens doors to endless possibilities and provides opportunities which in turn empowers people, cultivates creativity and improves confidence and self-belief. We also strongly advocate community values through quality education.

Innovation in education is essential and is the reason we stress the importance of research and development. In order to move forward, we need to look at what works, what doesn't and relentlessly push boundaries. What does this mean to us?

- Social Cause – We advocate to enhance community values through quality education
- Structure & Method – We provide cost-effective solutions and services
- Sustainability – Our revenue must cover operational costs, with any surplus reinvested into our education R&D work
- Goal – We want to enrich lives and add-value to society

Any revenue we generate is to ensure that LeapEd can:

- Sustain itself on a day-to-day basis
- Re-invest any surpluses to our education research & development work
- Operate in a sustainable manner; which in turn will benefit all our stakeholders.



## Values - i4

Our values serve as fundamental principles for all that we do. They describe exactly who we are, what we do and how we do it.



### Inspire

#### Passionate and Professional

"We hope to inspire people with our passion, professionalism and enthusiasm for our common goal."

### Innovate

#### Excellence & Innovation

"Through our commitment to constantly innovate, we strive to deliver excellent products and services that impact all Learners."



### Integrity

#### Accountability & Professionalism

"We subscribe to high ethical standards and are accountable for all our actions."

### Inclusiveness

#### Teamwork & Collaboration

"We operate a culture of inclusiveness; emphasising that teamwork will accelerate our results and collaboration builds support and momentum for a common cause."



# CHAIRPERSON

## Foreword



**DZULKIFLI ABDUL RAZAK,**  
**PROFESSOR EMERITUS**  
**TAN SRI DATO'**  
Chairperson

Assalamualaikum, Greetings of Peace and Salam Sejahtera.

The heart of our mission is to empower and inspire students and learners to be the best that they can be by providing an active supportive learning environment that is conducive and holistic. An environment where learners are encouraged to actualise their full potential. At the same time, recognising the need to future in tandem to Agenda 2030 that is taking place in the global education sector. If we want to lead as a nation and community, we must earnestly embrace these advances and provide our students with the relevant mind- and heart-sets for the 21st century and beyond.

Thus, our theme for this year is very fitting with the changing education landscape – 'Transforming the Learning Experience; Responding to Global

Changes'. We understand that education is a complex process demanding the very best from parents, teachers, students, and educators as well as the larger community. We continue to be guided by our education philosophy and ethos in all our education enhancement programmes and initiatives. I am indeed happy to report that LeapEd's overall performance for 2018 was remarkable, especially in the face of challenges along the way.

On behalf of everyone here at LeapEd, I would like to thank all our stakeholders and collaborators, particularly the Ministry of Education Malaysia and Yayasan AMIR for their unwavering support. All of us have a stake in our education system and in working together, we can all advance student/ learner outcomes while upscaling a learning and teaching ambient purposed-built for the future in humanising education.

# MANAGING DIRECTOR'S Message



**SHAHNAZ AL-SADAT\***  
Managing Director

## Building A Selfless Organisation

2018 marked a key year in continuing LeapEd's objective to strengthen the organisation. Its mission remains fighting for the generations of the future for Malaysia and beyond. But to be good at that, LeapEd worked hard to elevate its culture, product and processes to be selfless at the highest level possible.

And in 2018, many things fell into place - and for this I fully credit the LeapEdians. The collective hearts and souls of those who represent the Company reflect the Company's heart and soul. I would like to thank each and every LeapEdian for all the trust, the sweat, the laughter and the high standards that they uphold.

## The Quests for New, Enhanced and Enlarged Solutions

In pursuing the mission, LeapEd optimised the opportunities in 2018 in the development of a whole-state education transformation programme with the pilot state of Kedah - Project DTP-AMAN. This is with the aim of assisting our premier partners, Yayasan AMIR and Ministry of Education ("MOE") to implement an enhanced model for scalability and sustainability. In collaboration with MOE's District Transformation Programme ("DTP"), the ultimate aim is to benefit the 700+ schools and more than 500,000 students in the state.

In DTP-AMAN, lessons were learnt from the successful whole-school transformation model developed for MOE's Trust Schools Programme (TSP). Even then LeapEd was not resting on its laurels and the organisation put an extraordinary effort in 2018 to complete the development of TSP2.0 - aiming for enhanced impact with improved cost-efficiency. In this context, LeapEd has adopted two schools in the vicinity of its Headquarters in Bangsar as a significant commitment to deliver a workable enhanced model.

In 2018, LeapEd took a special interest in national issues raised on Tahfiz schools. Underpinned by its school transformation experiences, LeapEd had an opportunity to develop and implement an innovative model of Islamic School Enhancement Programme ("ISEP") in a private Tahfiz school in Pahang. We hope this can be a lynchpin for us to help more religious schools in the future.

I am happy that we end 2018 on such a high and strong note on these development fronts. Apart from the LeapEdians who worked so hard on these, I must thank the key stakeholders who took the chance on us, including Yayasan Pahang, Yayasan Hasanah, Yayasan AMIR, Ministry of Education, Jabatan Pendidikan Negeri and Pejabat-Pejabat Pendidikan Daerah in Kedah.

## A Legacy of Perpetuity

Beyond the organisation and the solutions, LeapEd continues to keep an eye on the beneficiaries - the school leaders, teachers, parents and students. We can't thank them enough for undertaking the heavy lifting to transform the system, the schools, the classrooms and themselves in this exciting yet challenging journey. In 2018, LeapEd also supported 600+ Middle Leaders from TSP to initiate a Middle Leaders' Network. We hope that this platform will keep the network to continuously bond, to share seamlessly, to acquire new knowledge, to challenge the eco-system to progress further and that it will grow and keep on fighting for generations of tomorrow in perpetuity.

2018 has been pivotal in many ways for LeapEd. The achievements to-date exceed expectations. In moving forward, I believe LeapEd and LeapEdians will continue to strengthen their agility and resilience in navigating the ever-changing landscape.

\*Shahnaz Al-Sadat retired from the Managing Director's role effective March 2019 but continues to serve as an Advisor. As part of the succession plan, Zulhaimi Othman was appointed Managing Director in March 2019.



# BOARD of DIRECTORS

## 2018 Highlights

**DZULKIFLI ABDUL RAZAK, PROFESSOR EMERITUS TAN SRI DATO'**  
(Chairperson)



The Board Retreat in Alor Setar enabled us to see first-hand how our transformation efforts are taking root with PPDs in Kedah. It was also very productive to have the opportunity to interact with the Leadership Bench to co-construct strategies to ensure LeapEd continues to create sustainable impact in the Malaysian education sector.

**SHAHNAZ AL-SADAT**  
(Managing Director)



The Mari Berkampung or 'Let's Camp Out' event brought together LeapEdians from all across the country and encapsulated the true spirit of community (or kampung). As an organisation, we want our employees to feel engaged and empowered; where their successes are validated and their opinions matter. This event allowed us to connect leadership and employees, improve inter-department collaboration and most importantly acknowledge and celebrate each other's accomplishments.

**DATO' MOHD SHUKRI HUSSIN**  
(Board Member)



The Trusts Schools Conference in Kuching with workshops by EduCluster Finland validated how we benchmark ourselves against global best practices. The highlight was the Social Business Challenge Cup organised by Yayasan AMIR and myHarapan; which was a perfect showcase of how Trust schools are producing students who are creative and confident, and have the passion to make a difference to their communities.

**DATO' RICHARD E. W. SMALL**  
(Board Member)



One of many highlights in 2018 was the workshop conducted in KL (and Sarawak) by the educators from Finland. The presentation exemplified so many of the things that Malaysia must aspire to in its educational provision: prioritising learning over teaching, not hampering schools with tight syllabuses, embracing diversity and equality, no stifling of children with homework and exams, meritocracy, superb vocational provision, and most of all, perhaps, allowing schools to have complete autonomy.

**ZAIDA KHALIDA SHAARI**  
(Board Member)



The session with Professor Muhammad Yunus, co-organised by the Knowledge Sharing Team, was an eye-opener on many fronts. As an early implementer of the social business concept, coupled with his background as a banker and economist, he provided insight into how social businesses can solve social problems in a sustainable way. His topic covered 'Education and Social Enterprise'; and he strongly emphasized that students must be prepared to be 'Life-ready' rather than 'Job-ready' – a mantra that LeapEd fully agrees with.

**LOH TZU ANNE**  
(Board Member)



A highlight for me in 2018 was the bi-annual LeapEd Summit which is the perfect knowledge sharing platform to engage with stakeholders, collaborators and corporates. The theme centred on innovation and transforming learning experiences; with the highlight of the event being the TSP 1.0 Impact Study presentation. This evaluation of the Trust Schools Programme proved that it has undoubtedly had a positive effect on school culture and improving the performances of the SLTs and teachers.

# MANAGEMENT TEAM 2018 PERFORMANCE



## Zulhaimi Othman\*

General Manager,  
Corporate Services Division (CSD)

Employee engagement and a positive office environment are crucial in achieving an organisation's success. In 2018, the Corporate Services Division laid out a plan to nurture good working relationships among employees. The CSD team initiated and drove the 'Mari Berkampung' event which brought the entire LeapEd staff together under one roof. It gives me great pride to say that CSD has become the catalyst in bringing people together from across the organisation; ultimately breaking silos and allowing people to collaborate effectively. In crafting our business plan and company direction moving forward, we hope to unite employees to a common purpose - where everyone's opinion or idea is valued regardless of job level, title or designation.

\*Shahnaz Al-Sadat retired from the Managing Director's role effective March 2019 but continues to serve as an Advisor. As part of the succession plan, Zulhaimi Othman was appointed Managing Director in March 2019.





## Nina Adlan Disney (Ainee Adina Noor Adlan)

General Manager,  
Education Development Division (EDD)

There were many exciting highlights for EDD in 2018- from cutting-edge EdTech pilot programmes to rigorous Monitoring & Evaluation exercises to ensure sustainable impact. With exemplary collaborative professionalism, the team worked hard to design and develop programmes to push the boundaries of education transformation. Building on the success of our Trust Schools Programme (TSP 1.0), we refined our model to come up with “TSP 2.0”, to take into account local and global education trends. The findings of our “TSP 1.0 Impact Study” validated best practices, while providing useful pointers for the future. We also had the opportunity to apply our design principles to different contexts: the ground-breaking “Islamic School Enhancement Programme” (ISEP) infused Islamic education philosophy with 21st century pedagogy. We also ‘unpacked’ key elements from our collective experience and distilled them into the innovative “LeapEd Core Series”. In Kedah, we ventured into system capacity building, with “DTP-AMAN”. To raise our profile, we revamped our website and published our inaugural “Activity Report”. Last but not least, in our efforts to enhance a culture of learning, we launched our cross-divisional “Knowledge Sharing” initiatives to “Learn, Shape, Share and Apply” within LeapEd and beyond...



## Dr. Kasuma Satria

General Manager,  
Education Operations Division (EOD)

2018 was a challenging and eventful year for EOD. Our division, made up of 203 very able, dedicated and passionate people including 41 expats from eight countries (USA, UK, Australia, New Zealand, Canada, South Africa, Jamaica and Finland), strives hard and continues to transform and deliver impact to 83 schools in 11 states under the TSP 1.0 programme. We also completed three years of the GUSTO programme implementation at five Perak and Penang schools. Working closely with Kedah JPN and nine PPDs, we successfully launched the AMAN project in the state to build capacity and capability of their officers to support 64 schools. Elements have been adopted by MOE for the District Transformation Programme (DTP 3.0) and renamed DTP-Aman. The MTNP Islamic School Enhancement Programme has also been successfully implemented in Pahang and its initial success has opened more new opportunities for LeapEd. We would like to thank MOE, Yayasan AMIR and sponsors for all the trust and support given. We all believe in the mission, we want to get things done, make things happen, deliver positive and strong impact towards realizing ‘Naratif Baharu Amalan Pendidikan – Kementerian Pendidikan Malaysia’.



2011



19  
TALENTS



2  
STATES  
- JOHOR  
- SARAWAK



10  
SCHOOLS



TSP  
TRUST SCHOOLS  
PROGRAMME

62  
SCHOOLS



9  
STATES  
- JOHOR  
- SARAWAK  
- KUALA LUMPUR  
- SELANGOR  
- SABAH  
- PAHANG  
- TERENGGANU  
- PERAK  
- NEGERI SEMBILAN



TSP  
TRUST SCHOOLS  
PROGRAMME

2015

267  
TALENTS



120 SISC+

- DIFFERENTIATED TEACHING & LEARNING
- COACHING & MENTORING



5  
SCHOOLS



YA  
LeapEd  
TFM  
JPN (PERAK)  
JPN (P.PINANG)



426  
MoE OFFICERS

- SCHOOL & CURRICULUM LEADERSHIP



OUR  
JOURNEY

1  
STATE  
- PAHANG



1  
STATE  
- KEDAH

9  
PPD

31  
PPD  
(DTP-AMAN)



2018

278  
TALENTS



**2013**

69  
TALENTS



**TSP**  
TRUST SCHOOLS  
PROGRAMME

3  
STATES  
- JOHOR  
- SARAWAK  
- KUALA LUMPUR



13  
SCHOOLS



19  
SCHOOLS



**PINTAR**  
SCHOOL  
LEADERS  
PROGRAMME



19  
SCHOOLS



**PINTAR**  
SCHOOL  
LEADERS  
PROGRAMME

30  
SCHOOLS



4  
STATES  
- JOHOR  
- SARAWAK  
- KUALA LUMPUR  
- SELANGOR



**TSP**  
TRUST SCHOOLS  
PROGRAMME

174  
TALENTS



**2014**



**2016**

260  
TALENTS



**GPSA**  
GARIS PANDUAN  
SEKOLAH AMANAH

**SOM**

STUDENT  
OUTCOME  
MEASUREMENT

**HORIZON**

10  
STATES  
- JOHOR  
- SARAWAK  
- KUALA LUMPUR  
- SELANGOR  
- SABAH  
- PAHANG  
- TERENGGANU  
- PERAK  
- NEGERI SEMBILAN  
- KELANTAN



83  
SCHOOLS



**TSP**  
TRUST SCHOOLS  
PROGRAMME

**TSP 2.0**  
TRUST SCHOOLS  
PROGRAMME

**GPSA**  
GARIS PANDUAN  
SEKOLAH AMANAH

1  
STATE  
- KEDAH



83  
SCHOOLS



10  
STATES  
- JOHOR  
- SARAWAK  
- KUALA LUMPUR  
- SELANGOR  
- SABAH  
- PAHANG  
- TERENGGANU  
- PERAK  
- NEGERI SEMBILAN  
- KELANTAN



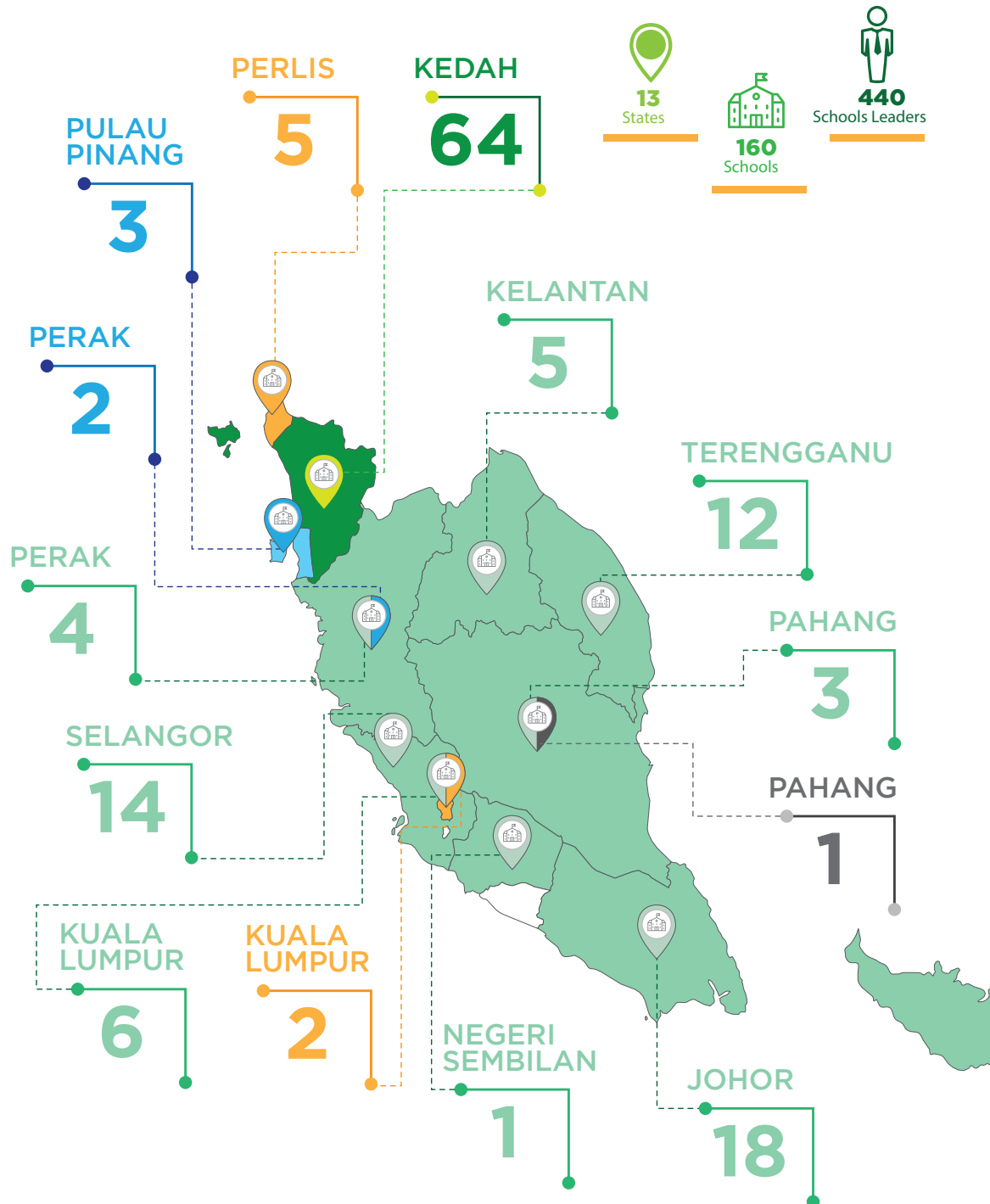
**TSP**  
TRUST SCHOOLS  
PROGRAMME

**2017**

278  
TALENTS



## Our Presence





**6000**  
Teachers

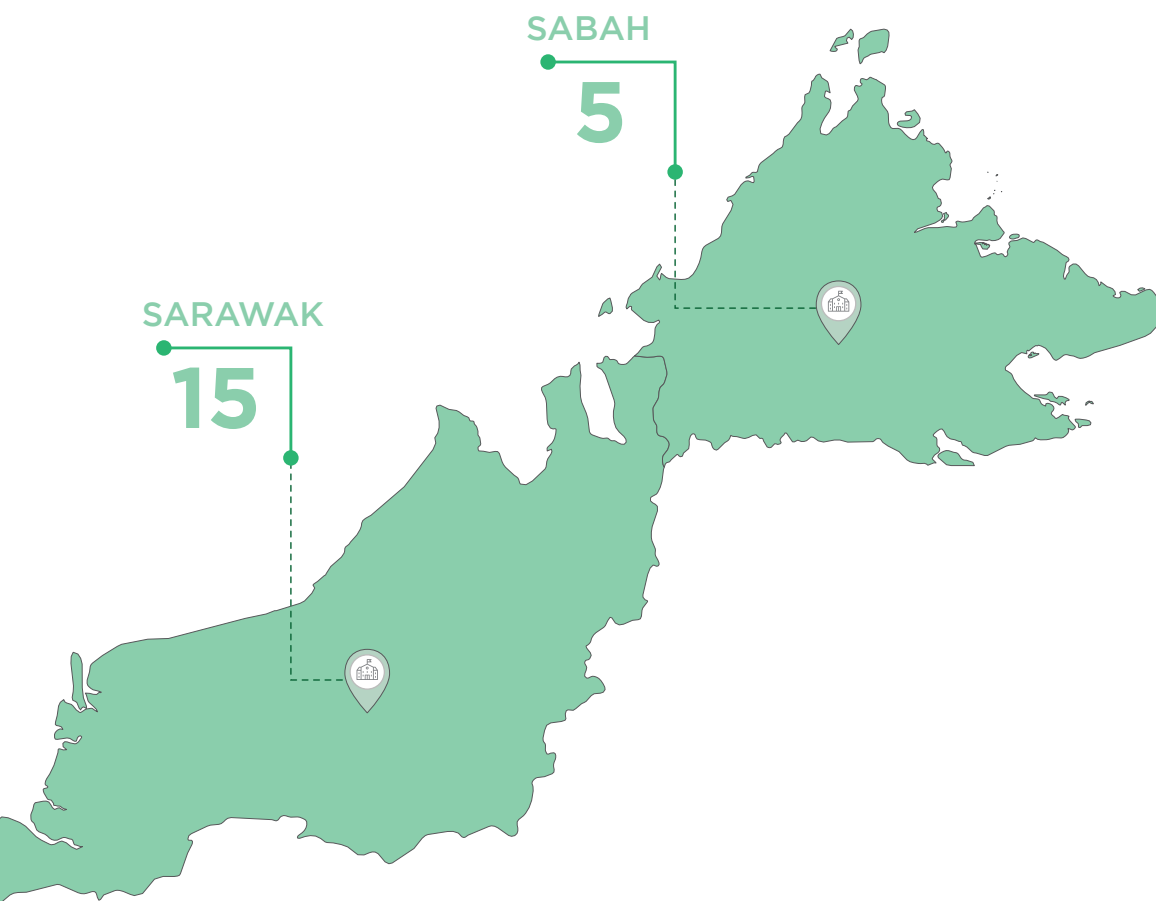
**71000**  
Students

**200**  
LeapEd Education  
Advisors

**27**  
Leadership in PPD

**41**  
SISC+ & SIP+

**37**  
PPD (TSP),  
PPD (AMAN) &  
PPD (GUSTO)



TSP 1.0



TSP 2.0

GUSTO

DTP-AMAN

ISEP



## Bengkel Kewangan Sekolah Amanah 1-3 August

Bahagian Pengurusan Sekolah Harian (BPSH), Yayasan AMIR and LeapEd jointly organised a financial literacy workshop, Bengkel Kewangan Sekolah Amanah, in Kuching, Sarawak. The workshop was attended by representatives from 30 Trust Schools and their respective Jabatan Pendidikan Negeri (JPN) delegates.



## Finland Edu Cluster Visit 2 August

EduCluster Finland (ECF), a group of Finnish education experts, shared their approach to holistic development and well-being of learners beyond school, into communities and throughout life; via its sustainable education model.



## Intimate Education and Social Enterprise Discussion with Prof Muhammad Yunus 17 August

LeapEd's Knowledge Sharing Team, myHarapan and arise Asia successfully co-organised an intimate discussion with Nobel Laureate, Professor Muhammad Yunus, a world-renowned social entrepreneur, banker and civil society leader on the topic: 'Be Part of the Solution. Education and Social Enterprise'.







## Yayasan AMIR Trust School Conference 2018 30 August - 1 July

More than 800 delegates across the country participated in the Yayasan AMIR Trust School Conference themed 'Transformation Beyond Borders'. Key highlights included seminars by EduCluster Finland and a "Social Business Challenge" event which was won by SMK Pulau Indah.



## #Mari Berkampung #Let'sCampOut 10-14 October

Mari Berkampung or 'Let's Camp Out' was organised to bring LeapEdians across the country together under one roof. The event kicked off with a kenduri, followed by the LeapEd Summit 2018, Corporate Huddle Up and Annual Dinner 2018.



## LeapEd Summit 4 October

Featuring the theme 'Innovation: Transforming the learning experience, responding to global change', this bi-annual event highlighted LeapEd's sustainable projects as well as their impact. President of the Malaysian Education Association (MAE) Professor Emeritus Dato' Dr. Ibrahim Ahmad Bajunid delivered the keynote speech.





OUR

APPROACH





Jika saya seorang jutawan,  
Gembira



Apakah yang akan kamu lakukan?  
Gembira

1. Apa yang akan kamu lakukan?
2. Untuk siapa kamu melakukannya?
3. Mengapa kamu ingin melakukannya?
4. Bagaimana kamu melakukannya?

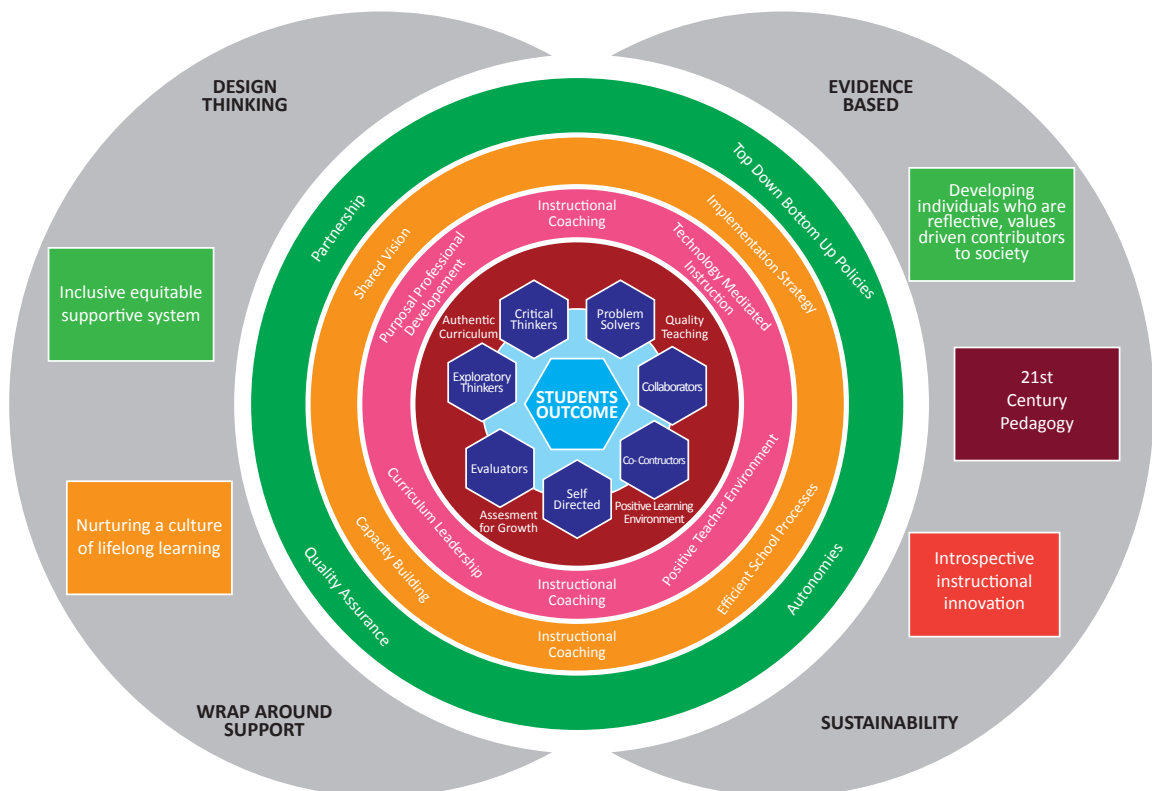


## Our Approach Theory of Change

**“The only constant is change. What has served us well over the past five years may not work as well over the next five.”**

(Project Horizon Phase 1, page 13).

After six years of exploring and trialling multiple interventions in selected schools, LeapEd now seeks to explore a more evidence-based approach to enhance our transformation efforts. Thus, ‘A Theory of Change’ was born – co-created through a collaboration between academic expertise and practical experience. This Theory reinforces the systematic and cumulative study of the links between activities, outcomes and context of the initiative (Fullbright-Anderson, Kubisch and Connell, 1998, p. 16).



LeapEd's Theory of Change puts an emphasis on the central position of a learner. We need to understand that for the inner circle to be successful, the outer circles need to move, change and innovate. While LeapEd's role is to support any or all of these dimensions, it is ultimately the responsibility of the system to ensure success.



LeapEd's Theory of Change is underpinned by the following interactive principles:

## TRANSFORMATION

The potential for greatness resides within each child. This potential is not solely realised through classroom participation; rather by the continuous and full support of teachers, school leaders, parents and the community for their holistic transformative empowerment.

## SUSTAINABILITY

For change to be sustainable, transformation must include the change of culture in schools. Here we define culture as the variables of leadership and teachers' attitudes, school processes as well as organisational character and behaviour. Central to this principle is the core belief that all students come first; that their life-long learning, continuous improvement and self-empowerment are of the upmost importance.

## SCALABILITY

Sustainable transformation must be replicable and transferable. This involves the acceptance and assistance of the larger eco-system including regulator, government and industry. LeapEd is currently researching, developing and delivering models in schools and system transformation within the K-12 sector as well as overseeing continuous improvement of the Theory of Change itself.

# Monitoring and Evaluation

**WHAT** is **Monitoring and Evaluation** and why is it important to LeapEd?

Are our initiatives working? Have our programmes had a measurable impact on expected outcomes? If not, how can we make strategic changes in order to achieve our objectives? This is where Monitoring and Evaluation (M&E) come in. A complex and often intertwined process, M&E is integral in any programme where tracking, assessment and evaluation of progress, impact, goals and set targets are undertaken. It is also an essential tool in assessing the quality of programmes being conducted. In the table below, we highlight the specific components of each:

Monitoring		Evaluation	
How do we know <i>if we are doing our planned interventions/design</i> right?		How do we know <i>if we have planned the right interventions/design</i> ?	
<b>When</b>	Formative and continuous.	Summative and periodic.	
<b>Why</b>	Identifies potential issues, trends and patterns arising during implementation.	Measures success, efficacy and impact of the programme outcomes and objectives	
	Informs current status of the programme and improves efficiency and effectiveness, contributing to the transformation of activities into results	Evaluates the overall programme, explores intended and unintended outcomes and offers recommendations for future design and interventions.	
<b>What</b>	Focuses on input, activities and output.	Focuses on outcomes, impacts and goals as outlined.	
<b>Who</b>	Useful for the implementation and management.	Useful for all stakeholders.	

As a specialist in educational transformation, LeapEd has a monitoring and evaluation methodology that identifies and evaluates factors and their combined impact on the measurable outcomes of our projects and programmes. Alongside this, the approach to M&E considers the validity, reliability and credibility of evidence and data as well as any ethical implications.

## What is LeapEd's M&E Framework?

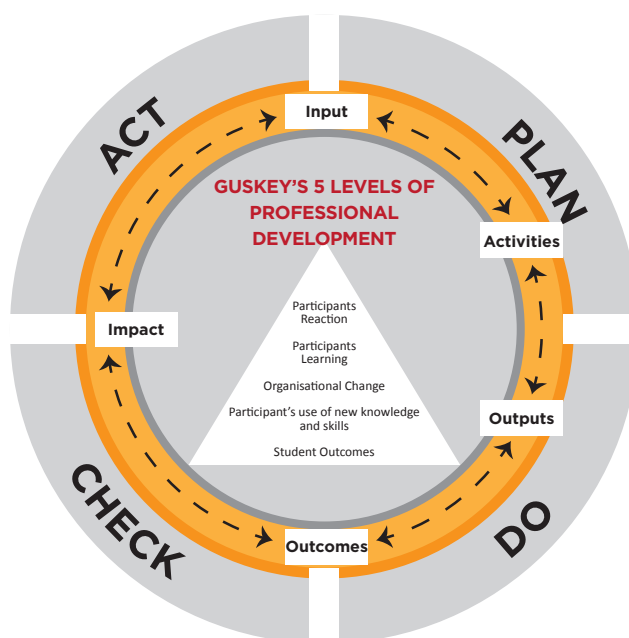
Drawn from three models, our M&E Framework is designed to best fit an organisation's needs.

On the outer circle is the Deming Cycle Process or Quality Improvement model of *Plan-Do-Check-Act* where feedback is continuous and integrated into further design and development.

In the middle circle is the *Logic Model* where each stage of *input, activities, outputs, outcomes and impact* serve the development and enhancement of programmes at differing stages within the programme cycle. This model allows us to identify and review successes, challenges and causes of issues that may arise.

In the inner circle is *Guskey's Levels of Professional Development*; an invaluable tool to help programme designers, developers and implementers account for any monitoring or evaluation activity within a programme.

### A synthesised concept for LE M&E



## What are the Guiding Principles of LeapEd's M&E?

Integral to the design, development and implementation of LeapEd programmes, our M&E structure monitors progress, evaluates success, captures the essence of change and highlights areas of required improvement. Basically, it lets us know if our programmes are on track or if changes are needed. In turn, programme designers, developers and implementers apply the required modifications that increase programme efficacy as informed by the findings from M&E. Hence, clear and concise M&E standards set the required good practice for practitioners to refer to and follow.



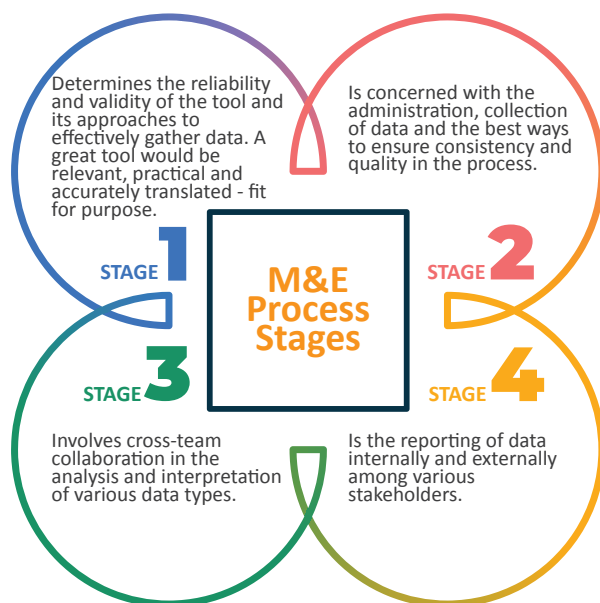
LeapEd's standards for M&E are outlined below





## WHAT is the M&E process in LeapEd?

Our M&E process consists of four stages and is underpinned by the concept of *Programme Success by Design* and guided by the five standards.



At every stage of the M&E process, all teams work to ensure data and evidence is collected, analysed and reported according to the set standards.

## HOW will M&E develop further in LeapEd?

At LeapEd, our aim is to develop a culture of excellence in all we do as outlined by our core values; fostering trust and high levels of integrity in our people, products and services. We want to ensure that our people, programmes and processes are streamlined and effective. To realise this, we will develop a framework to embed an M&E mindset of transparency, informed decision making and critical evaluation of the impact and value of all our programmes and initiatives. To drive growth within this framework, we will critically review our outcomes and identify policies, procedures, staff capacity building programmes, organisational structure and communications plan, aiming for clear milestones and adhering to high professional standards in each area.

Through this framework, LeapEd will uphold its key position as the leading educational services provider in Malaysia while setting ever higher goals for all our stakeholders and investors - current and future.

# OUR PROGRAMMES











# Trust Schools Programme

The Trust Schools Programme (TSP) is a comprehensive and sustainable school transformation programme aimed at improving student outcomes and revitalising school culture. This is achieved through addressing four strategic goals focusing on school leadership, teachers, students, parents and the community.



## KAMARULZAMAN BIN ISMAIL

Principal, SMK Pengkalan Berangan, Terengganu

The implementation of the TSP at SMK Pengkalan Berangan began in 2017 and has brought many positive changes to the school's ecosystem. In the area of management and administration, Instructional Leadership has been more extensive and data usage is more comprehensive. The programme has increased teacher competency in classroom PdPc by expanding 14 competencies more widely. The school has also become a benchmark of sorts by other schools in the state.

Now, there is more focus on the pupils' holistic development. Weekly assemblies are conducted by students and entirely in English – in fact English competency as a whole has improved by leaps and bounds with students better equipped and more confident speaking in public. Students' attendance has improved while disciplinary problems have reduced. Another great outcome is how committed parents now are to the school; six programmes were implemented by the school last year with parental attendance exceeding 90%.

## ZAIHANA BT ALI, Senior Administrative Assistant, SK Jeram Batu, Johor

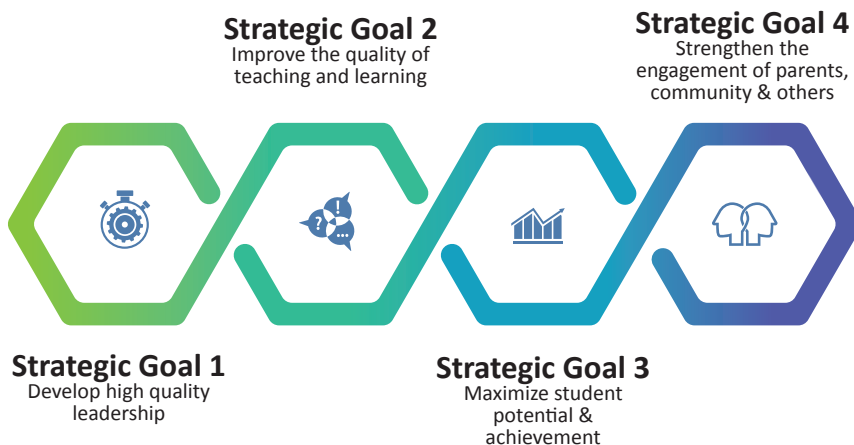
I have served at Sekolah Kebangsaan Jeram Batu for 22 years and was the Media Library Teacher when the school entered the Trust Schools Programme. The major changes I have observed are related to high quality teaching and learning. The teachers are provided with pedagogical exercises and competencies to motivate the students towards achieving their full potential. Correspondingly, a conducive classroom with the adoption of innovative assessments also requires active and collaborative student engagement to further maximize student potential.

As a Senior Administrative Assistant, I am more confident and comfortable with administering 'Teamwork' methods to ensure that teachers are practicing the culture of a Trust School and understand the targets we need to achieve in order to improve the quality of the school.



LeapEd is the design and implementation partner for the TSP and developed the four key strategic goals to address the needs of the entire school community.

The key strategic areas of focus are as below:



### ROSIKA ANAK STEPHEN

Senior Assistant for Student Affairs, SMK Lundu, Sarawak

As the Senior Assistant for Student Affairs, I have seen major changes in school culture through the practice of 'Salam Kualiti'; which was introduced in the school in February 2018. This practice supports the values in TSP which puts an emphasis on mutual respect regardless of religion, race or culture. Group learning exercises which embed 21st Century learning provides students with the opportunity to enhance their self-esteem and improve their ability to interact with each other.

Since becoming a Trust School, all school planning activity - particularly HEM planning - has been done in accordance with the TSP which has helped me make the HEM school unit more effective and proactive as well as highlighted my credibility as a leader in the school.

In my opinion, the best outcome of the Programme is that today SMK Lundu has become the school of choice for students to pursue their secondary education. In fact, it is not only an option for students in the Lundu district but has become the preferred choice for those in the surrounding areas as well.

### NOOR HIDAYAH JOHARI,

Head of Science Panel / AT, SMK Wakaf Tapai, Terengganu

As an ordinary teacher teaching in an ordinary rural school, I originally accepted the idea of Trust Schools half-heartedly. Even the EPs were welcomed with a half-smile and a heavy heart. We were so used to the laid back, quiet environment of the school that we disliked the thought of new rules and regulations. Luckily things change and now, after over two wonderful years and much sweat and tears, I am proud to say that we have been through it all.

We learned to make our classroom a better place to be and put smiles on our students' faces while nurturing them to grow and embrace their own uniqueness. We taught them to believe in themselves while raising their self-esteem. And this is what made this whole journey worthwhile.





## MUHAMMAD NAQIB RIFDI

5 Zamrud,  
SK Jeram Batu, Johor

I like to go to school because the wonderful school environment and beautiful classrooms make me excited about learning. My favourite subject is Science because I enjoy doing all the activities. So far, I have conducted experiments, learned to use science tools, made water rockets and much more.

Additionally, teachers also conduct group activities and I discovered that I am able to work well in a team and to respect my other team members.



## THERESA ANDREA ANAK NELSON

SMK Lundu, Sarawak

I love to go to school every day because I can learn many new things and I can meet many of my friends at school. I love to learn English because my teacher is always finding new ways to make the lessons interesting. We are asked many questions during lessons to promote thinking as well providing the opportunity to share our views with each other. I feel free to interact and voice out my opinions during discussions with my friends. My ambition is to be a stewardess. I love the whole idea of traveling and working. Besides, I could visit a lot of places and explore and learn a lot of cultures from a variety of places. In order to make my dreams a reality, I have to ace my SPM and pursue further education in my relevant field.

The TSP promotes effective pedagogy and methodologies via a series of Continuous Professional Development programmes and a structured Performance Management system. Empowering educators and school leaders with ongoing professional learning that is personalised and supportive allows them to become real change agents in the classroom. Teachers who are able to incorporate their newly-acquired or enhanced skills into their daily classroom practice will positively impact students' learning outcomes; thus maximising the potential of every student.

Encouragingly, performance monitoring data has shown that teachers in the Trust Schools Programme are increasingly effective in their teaching competencies. This in turn leads to higher levels of self-efficacy and an enhanced learning experience for all students.



## MOHD SHAHRUL BIN ISMAIL, SMK Ayer Lanas, Jeli, Kelantan

Prior to the implementation of the TSP, our teachers' pedagogical approach was limited – however the Programme successfully transformed the school and teachers using the 14 Teacher Competencies in PdPc practice (learning and facilitating).

The Cooperative Learning Module (CL) is my favourite module from the Programme as I work on applying them in each PdPc thus rendering the PdPc more student-centric.

My best memories of the Trust School journey were joining the “RaSa” program at Lumut, Perak and the 2018 Trust School Conference in Sarawak. Both these programmes were platforms for knowledge sharing, building consensus and learning best practices.





#### SENIOR LEADERSHIP TEAM

**66%**

of SLTs indicated they have progressed a minimum of **1 level**

**13%**

of SLTs indicated they have progressed **2-3 levels**



#### MIDDLE LEADERS

**49%**

of MLs indicated they have progressed a minimum of **1 level**

**40%**

of MLs indicated they have progressed **2-3 levels**



#### TEACHERS

**61%**

of teachers indicated they have progressed a minimum of **1 level**

**25%**

of teachers indicated they have progressed **2-3 levels**

TSP 1.0 has had a positive impact on professional competencies of SLTs, middle leaders and teachers

#### PROGRESS LEVEL

1. STARTING 2. DEVELOPING 3. ESTABLISHING 4. ENHANCING 5. EXTENDING



#### STUDENTS



#### STUDENTS

**79.5%**  
Positive



#### STUDENT OUTCOME

**89.5%**  
Positive



**91%** Secondary &  
**88%** Primary  
students perceive the **quality of teaching** to be high



#### CLIMATE WELL BEING

**65.5%**  
Positive

#### EMERGING THEMES FROM PARENTS



#### UNDERSTANDING

Clarity on what it means for their child to be in a Trust School



#### COMMUNICATION

Frequency and level of interactions between school and parents increased



#### SATISFACTION

Higher level of satisfaction with their child's education



#### INVOLVEMENT

Increased opportunities for parents to be involved in the life of the Trust Schools

#### HASMA KARTINI BINTI MUHAMMAD Parent



After my son Hakim's school, SMK Jeli, embarked on its transformation journey as part of the TSP, I noticed that he was more confident, enthusiastic and motivated. The changes in teaching and learning also helped Hakim handle public speaking confidently and he even represented the state of Kelantan at the Trust School Conference in Sarawak and his school at an International Robotics Competition. The proudest moment for me was when he won a Young Leader Award.

#### ALIA BT SAMSUL ZAMZURI, SMK Jeli, Kelantan



My favorite subject is English because it is an international language used by a vast portion of the world's population. In addition, the role of my own teacher makes English an interesting subject. Student-centered PdPc activities such as One Two Group, Idea Rush, Share N Turns, Quiz, and Storytelling are fun and educational. Our teacher requires us to speak English during PdPc.

I aspire to become a lecturer. I intend to continue my studies in Teaching English as a Second Language (TESL). I would like to do this job because I want to share my knowledge with others. I want to prove to people that students from normal, rural schools are also able to speak good English.





# DTP-AMAN

**STATE TRANSFORMATION** For education transformation in Malaysia to be truly effective, any proposed implementation would need to impact all three components of our state education system – the **JABATAN PELAJARAN NEGERI (JPN)**, the **PEJABAT PELAJARAN DAERAH (PPDs)** and the **SCHOOLS**.



**HISHAMUDDIN  
BIN HASHIM**

School Improvement Partner+  
(SIP+), Pejabat Pendidikan  
Daerah Baling, Kedah



The DTP-AMAN programme reflects a new era and is a catalyst in the school transformation process. It inspired me to think outside the box and not be afraid to try new ideas for improving leadership competence. The programme also demonstrated the latest management strategies for the importance of student development. The impact of this initiative can be seen even in schools not under project AMAN. The strength of this programme is most visible in the changes seen in SKPMg2 using the 'Unpacking' method. Initially, the *Penarafan Kendiri* scores were low and did not reflect the spirit and togetherness among teachers. Following the 'Unpacking' method, the rating process now meets JNJK requirements with a more accurate score and high level of reliability.

The Malaysia Education Blueprint also advocates transformation of JPNs and PPD; though most of the transformation efforts over the years have concentrated solely on the schools. This is where DTP-AMAN comes in.

DTP-AMAN is an initiative aimed at implementing whole-state education transformation. The aspiration is that the entire school system will benefit from the top down; instead of simply implementing stop-gap measures at school level. This means making changes across the educational system with the goal of positively transforming the learning experience. System-wide transformation at the state-level will be administered through two distinct but related work tracks:

- **Organisational Enhancement (OE)**
- **PPD-led Transformation (PLT)**



## DTP-AMAN WORKSHOPS

The objective of these workshops is to recognise the role that DTP-AMAN played in inspiring both the working teams and the schools to work towards shared goals. It also serves as a platform to develop strategies for initiating and sustaining the change process to achieve success.



2 April – 4 April 2018  
IPG Kedah Darul AMAN



9 April 2018  
IPG Kedah Darul AMAN



27 June 2018  
Sekolah Menengah  
Kebangsaan Convent



1 July 2018  
PPD Kulim Bandar Baharu

DTP-AMAN works so well because we, as Coaches, work alongside our PPD officers, co-constructing, empowering and collaborating to meet the specific needs of individual PPDs; realising that one size does not fit all. As a DTP-AMAN coach, I try to be a role model for positive, collaborative team work, problem solving and being a reflective practitioner. It is very satisfying to see this approach already being reflected back in the actions, language and behaviour of the PLT in their interactions with schools and other PPD colleagues. PPD systems and processes are becoming more effective as the DTP-AMAN Follow Up Follow Through (FUFT) approach spreads beyond the PLT.

**DIANE  
YOUNG**

DTP-AMAN Senior Coach, Pejabat  
Pendidikan Daerah Langkawi, Kedah



**KOGILA  
RAMAKRISHNAN**

School Improvement Specialist  
Coach (SISC), Pejabat Pendidikan  
Daerah Kulim Bandar Baharu,  
Kedah

“

The best aspect of the DTP-AMAN initiative is being involved in the actual process of facilitating better learning experiences for students. I appreciate being given autonomy and it feels good when people actually listen to and value my opinions. The most satisfying part of this programme is realizing the personal growth I have made; I am now a better reflective practitioner and listener, I am more empathetic, rational and resourceful.



**AHMAD  
SUFIAN**

DTP Coordinator, Pejabat  
Pendidikan Daerah Langkawi,  
Kedah

“

DTP-AMAN has taught me that with the right attitude and the right tools we can move mountains. I am witnessing a culture of change among my office mates. We are starting to work as a team and we are able to function more effectively than we did before. I hate to say this, but the team does not need me to always be the number 1 person that handles everything for them. Anyone of the PLT team can actually be in command and be a very effective leader working together for the benefit of the organisation. We still have a way to go, but I can't wait to see what is coming next. *Bring it on!*



## GROUND UP SCHOOL TRANSFORMATION (GUSTO)

The Ground-up School Transformation (GUSTO) programme is a collaborative project between the State Education Departments of Perak and Pulau Pinang, Yayasan AMIR, LeapEd and Teach for Malaysia. The project involves two schools from Perak and three from Pulau Pinang. Although GUSTO was designed based on the principles of holistic school transformation, this programme is unique in that transformation efforts will affect the identified school gradually and progressively over a three-year period.



### LOH CHEE HENG

Principal, SMK Jelutong, Pulau Pinang

Following the introduction of the GUSTO programme, we noticed a difference in the students who began to be more self-confident and took responsibility for self-learning. Teachers are also more committed and give priority to the holistic development of students. These changes have helped boost student achievement at SMK Jelutong as this programme builds their self-esteem and promotes awareness of accountability in their own lives.

In addition, the Student Voice Group conducts activities to provide students with their own space to further recognise all their capabilities. The GUSTO Programme actually evolved from merely a Pilot Programme to a way of life for students and faculty at SMK Jelutong.

GUSTO is focused on underperforming schools whose students are mainly from families and communities at the low-end of the socio-economic scale. In this project, teachers play a pivotal role in promoting positive change in their schools and work towards enhancing their teaching by receiving instructional leadership support from Change Teachers in their respective schools.

The programme is conducted in five schools, namely:

### PULAU PINANG

1. SMK Dato' Haji Hassan Noh (previously known SMK Permatang Tok Labu)
2. SMK Taman Sejahtera
3. SMK Jelutong

### PERAK

4. SMK Kamunting
5. SMK Kuala Kurau





## ADILA SHARIF HASHIM

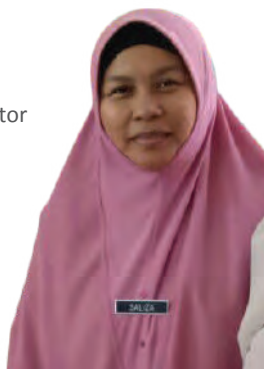
Senior Executive, Programme Implementation  
Monitoring and Evaluation, Education  
Operations Division

As a member of the Programme  
Implementation Monitoring and Evaluation  
(PRIME EOD) I was involved in monitoring,  
tracking and reporting the progress of the  
schools and the GUSTO programme overall.  
Since the programme ended in 2017, my role  
is now focused on ensuring its sustainability  
via periodic reporting.

I was very proud when I saw each school team  
member present their school transformation  
journey independently and confidently to  
JPN and PPD during the launch of the *Garis  
Panduan Sekolah GUSTO* (GPSG). Their passion  
and understanding highlights the big impact  
this programme has on the schools.

## SALIZA ZAINOL

Gusto Coordinator  
SMK Dato' Haji  
Hassan Noh,  
Pulau Pinang



## FARAH IZZATI BINTI AHMAD FURQAN

Tingkatan 5 Seroja,  
SMK Dato' Haji Hassan Noh, Pulau Pinang

I am now particularly interested in English  
subject as the learning environment is cheerful  
and the teacher has employed various  
methods to make the lessons attractive. The  
English language also has many advantages  
and I am able to practice on my own at any  
time. Before the GUSTO programme was  
introduced, the classroom environment was  
monotonous and dull and students were not  
motivated to learn. Now, GUSTO has brought  
optimism and light into the classroom;  
physically the classroom is more colourful and  
inviting and most importantly the teaching  
and learning techniques applied in class has  
resulted in more engaged students who share  
opinions with each other.

I took on the role of 'Change Teacher' in 2015  
as a driving force and planner for GUSTO  
programmes and activities. I was also assigned  
GUSTO Coordinator in 2017 where I was  
responsible for coordinating various Gusto  
programmes (i.e. Learning Walk, Lesson  
Observation (LO)), analysing LO's decisions and  
preparing reports among others. As a Change  
Teacher, my peers and I needed to demonstrate  
positive examples of 21<sup>st</sup> Century Learning best  
practices to other fellow teachers.

This programme can improve student  
performance through collaborative and co-  
operative activities where students learn to  
communicate well and share knowledge,  
experiences and ideas every day in various  
subjects. This activity has enhanced the quality  
and ability of students in both academic,  
personality and various skills including  
leadership.

As a result, more than 30% of SMKDHNN  
students are involved as leaders or drivers of  
school activities through various organizations. It  
is also very heartening to see positive change in  
nearly 80% of SMKDHNN teachers after almost  
four years of the Programme.





## ISEP-ISLAMIC SCHOOL ENHANCEMENT PROGRAMME

The vision of LeapEd's Islamic School Enhancement Programme is to place Tahfiz institutions at the forefront of Islamic education for the 21st century. We recognise that Tahfiz schools seek to provide a conducive Islamic learning environment, thus our Mission encompasses three factors:

To deliver a holistic school enhancement programme that reflects the unique identity of Tahfiz schools

To optimise Islamic Education through incorporating 21st century Teaching and Learning

To develop capacity building within the Tahfiz school community to enable students to achieve their potential as global citizens



### HEMALATHA BALA SUBRAMANIAM

Principal Adviser, Programme Implementation, Training and Coaching Hub (PITCH), Education Operations Division

ISEP is an example of the important role Public-Private Partnerships play in boosting collaborative transformation. As part of a pioneering effort to establish MTNP as an Islamic beacon for Maahad transformation, our sponsor, Yayasan Pahang (YP) wanted to explore the possibilities of a school transformation programme modelled on the TSP holistic development approach. The resulting collaborative relationships have empowered the team on the ground to build a strong school community focused on learning; bringing the aspirations of promoting Maahad as a high performing school to fruition.



Our long term collaboration with LeapEd aims to create broader and deeper impacts to the learning communities and relevant stakeholders and we would like to be seen as the catalyst for school transformation in Pahang. Our vision towards MTNP specifically is to place the school at the forefront of Tahfiz Education in Malaysia; and in general, to propel Tahfiz schools in Malaysia as unique, holistic and self-directed learning institutions that are in line with the 21st century. MTNP is unique in that it enjoys a substantial degree of autonomy which allows the school leaders and students to take charge of their learning. At the same time, the management, Board of Directors and Trustees of Yayasan Pahang fully support MTNP's aspirations of being at the forefront of Tahfiz Education in Malaysia.

### DATO' MAHMUD BIN MOHD NAWAWI CEO of Yayasan Pahang



Grounded in solid investigative field research, LeapEd has partnered with a Maahad Tahfiz Negeri Pahang (MTNP) a pilot project to provide a customised intervention programme that addresses the direct needs of Tahfiz schools within the context of Malaysian Islamic education.

The Islamic School Enhancement Programme intervention specifically focuses on improving practices to enable teachers, school leaders, administrators and students to be guided and supported based on a holistic development approach model. The practices include collaboration with relevant stakeholders such as parents, industry and communities.

Our team is fully aware that each Tahfiz school will have different needs and requirements; hence our personalized intervention design will be developed based on feedback gathered during a Needs Analysis exercise carried out in each participating Tahfiz institution.



Since the ISEP Programme was implemented in Maahad, I have seen a positive change in the attitudes of the teachers - lessons are more robust and classrooms are more organised and have become 'living labs'; aligned to 21st Century learning. I am also actively involved in the programme in that I use the 'Learning Walk' strategy to monitor effectiveness and participate in lesson observations to experience PdPc first-hand.

**DATO' DR. HJ ZULKIFLE BIN HJ. ALI**  
CEO of Maahad Tahfiz Negeri Pahang (MTNP)



When I started working in MTNP in 2006, the main focus was teaching for exams; with targets to achieve for both PMR and SPM. But I always wanted more for my students. Things changed when LeapEd came in May 2018. The team has helped me create a more purposeful learning environment for my students and encourages constructive feedback to enhance teaching and learning in the classroom.

**HAYATI**  
**BINTI ZAKARIA @ ARIFFIN**  
**ENGLISH LANGUAGE TEACHER**



Having been in MTNP since I was 13, a great advantage studying here is learning Arabic from a native speaker. I can now converse confidently with visitors from the Middle East and am also a debater for the Arabic team. Since ISEP started in Maahad, group activities are more interactive allowing for better group discussions with my classmates instead of a passive school environment.

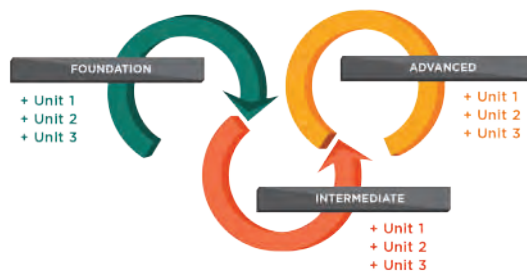
**ALI HYDAR**  
**BIN HAFIZI**  
Student of MTNP

# Latest Innovation

## LeapEd Core Series

In the education ecosystem, students are not the only learners. In order to create an effective learning environment, focus must also be placed on empowering school administrators and educators. Realising the importance of professional learning, LeapEd has embarked on an innovative approach to enhance competency and capacity building amongst core school improvement teams, consisting of school leaders and teachers. The LeapEd CORE SERIES (LCS) of continuing professional development (CPD) has been designed based on tried and tested strategies found in the highly successful Trust School model and other school transformation projects. It features:

- A centralised three-day face-to-face upskilling programme and one-day in school support to reinforce theory with practice
- Three levels - Foundation, Intermediate, and Advanced
- A strong focus on competency and capacity building for School Leaders, Middle Leaders, and Teachers



### TEACHING & LEARNING

Learning for the 21st Century Student

- **FOUNDATION**
  - Unit 1: Student-Centred Classrooms
  - Unit 2: Knowing your Students
  - Unit 3: Teachers as Learners
- **INTERMEDIATE**
  - Unit 1: Student-Centred Classrooms
  - Unit 2: Assessment for Learning
  - Unit 3: Teachers as Learners
- **ADVANCED**

### MIDDLE LEADERSHIP

Leading Teaching & Learning

- **FOUNDATION**
  - Unit 1: Pedagogical Excellence
  - Unit 2: Working with Teachers
  - Unit 3: Coaching & Mentoring
- **INTERMEDIATE**
  - Unit 1: Pedagogical Excellence
  - Unit 2: Working with Teachers
  - Unit 3: Coaching & Mentoring
- **ADVANCED**

### SCHOOL LEADERSHIP

Leadership for 21st Century Education

- **FOUNDATION**
  - Unit 1: Leadership for Learning
  - Unit 2: School Transformation
  - Unit 3: Teaching Excellence
- **INTERMEDIATE**
  - Unit 1: Leadership for Learning
  - Unit 2: School Transformation
  - Unit 3: Teaching Excellence
- **ADVANCED**

One of the unique features of LCS is the in-built teacher support where LCS supports teachers, Middle Leaders and Senior Leaders by providing In-School Resource Packs (ISRP) which are full of tasks and activities to aid the implementation of new ideas and initiatives. Additionally, LeapEd staff visit each school after the initial workshops to provide needs-based in-school support centred around the tasks and activities from the ISRP. My general hope for LCS is that the programme offerings really make an impact in setting in motion transformation initiatives across Malaysia; specifically that LCS is recognised for its flexibility and adaptability for any school improvement projects.

**GARY HUSLER,**  
Specialist, Programme  
Design & Development,  
Education Development

Education-focused CSR initiatives that directly contribute to the development of teachers' leadership and pedagogical skills have a higher potential of success in addressing the systemic issues that need reform. Capacity building amongst teachers through carefully crafted modules have the ability to equip our educators with the right set of skills to improve the process of teaching and learning in the classroom. This long-term investment will create a ripple effect in nation-building in the future as the collaboration of public-private partnership allows private organisations to contribute to the development of our future human capital by leveraging on a readily available platform – the Schools.

**NORAZRIN  
HAROUN &  
SAFWAN YUSOF**  
Senior Executive, Key Account  
and Client Management,  
Education Development  
Division

By incorporating ideas from existing LeapEd programmes in addition to building on latest innovations in educational research from around the world, participants are able to synthesise the knowledge into useable and user-friendly "chunks". This is especially beneficial for schools and individuals who are not currently part of the LeapEd Trust School Programme. The use of LeapEd Cooperative Learning Structures (CLS), practical online research elements, and comprehensive after-training support materials all create a complete 360-degree approach to each unit we design. The utilisation of our personal and professional knowledge of both the teachers' and students' training and development needs, is the unique viewpoint and guiding force behind LCS. Our ultimate goal is to impact student outcomes; this can only be done by enhancing the abilities of those tasked with their education and well-being – their teachers.

**RAYMOND NEILS MARTIN**  
Specialist, Programme Design &  
Development, Education Development

**SHERRY TANG ING ING**  
Specialist, Programme Design &  
Development, Education Development





# OUR CULTURE







# Cultivating a KNOWLEDGE Sharing Culture

Knowledge Sharing is an initiative that was introduced in late 2017 to enhance knowledge transfer between employees, the organisation and the wider community. By nurturing a knowledge sharing culture, knowledge assets that usually lie in repositories take life - through personal reflections, discussions, application, co-creation and re-utilisation.

Knowledge Sharing aims to transform the culture of our organisation and propel LeapEd forward to become the leading Education Service Provider in the region. We relentlessly work towards

enhancing communication and collaboration, capturing community memory and becoming a learning organisation. By sharing information and knowledge in a transparent manner, we can ensure that all employees are in the loop and everyone is aware of their roles and how they contribute to the bigger picture.

To achieve our goals, we have designed two knowledge sharing platforms - the Learning Lunch and the 1ner Circle, which was launched in July 2018. In 2019, we plan to launch several more initiatives to capture tacit knowledge.

## EXPERT DIRECTORY

Consolidating a who's who directory



## PROJECT KNOWLEDGE CAPTURED

Team learnings captured and resources consolidated, ready for sharing



## KNOWLEDGE SHARING EVENTS

"Learn, Shape, Share, Apply"



## PAKA PAPERS

Stories from the field showcasing successes and sharing challenges



## LEARNING CENTER

A physical or online space for sharing resources with one another



## LEARNING Lunch

Learning Lunch is a knowledge sharing initiative which promotes a 'learning-while-lunching' concept. Some of the topics we covered in 2018 included:



### Learning LUNCH 1

From Professional Collaboration to Collaborative Professionalism

### Learning LUNCH 2

How Do School Leaders Achieve Transformation?

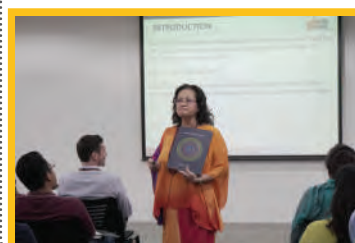


### Learning LUNCH 3

EDD Brown Bag - Introducing EDU 2.0 Lesson Observation Tool

### Learning Lunch 4

In Outsourcing We Trust?



## 1nner CIRCLE

1nner Circle is a storytelling platform for LeapEd Projects and Programmes, where LeapEdians lead the sessions and share their knowledge, experiences and ideas.



### 1nner CIRCLE

Introducing Middle Leaders' Programme



### 1nner CIRCLE

Introducing Maahad Tahfiz Negeri Pahang



## INTERNATIONAL Conferences:

- International Congress for School Effectiveness and Improvement (ICSEI) Singapore, 8-12 January 2018 – Themed ‘Deepening School Change for Scaling: Principles, Pathways and Partnerships’, Andrew Watson represented LeapEd as a speaker.
- Network of Education Policy Centres (NEPC) Croatia, 16-17 April 2018 – Themed ‘School Leadership Matters’, Ng Bok Lan and Loris A. Mullins represented LeapEd as presenters.
- Asian Conference on Education (ACE) Japan, 13-15 October 2018 – Themed ‘Surviving and Thriving: Education in Times of Change’, Dr. Suseela Balakrishnan and Annette Zammit represented LeapEd as presenters on LeapEd’s Theory of Change.
- Global Education Dialogue, London UK, 17-18 October 2018- Themed ‘The Importance of an Evidence-Informed Global Dialogue’ LeapEd (Nina Adlan Disney) and Yayasan AMIR (Nik Fahmee) were invited to join the delegation from the Malaysian Ministry of Education.



## LOCAL CONFERENCES and Workshops:



- **IcoNFED**  
10-12 July 2018  
Themed: “Enhancing Teacher Quality for Better Education”, Priscilla Arumugam, Dr. Sylvia Dinius and Dr. Madzniyah Md. Jaafar represented LeapEd as presenters.
- **PINTAR-Leadership Programme for PINTAR School Leaders**  
29 March 2018  
Emphasizing on the Professional Learning Community, LeapEd’s Cluster Advisor, Khalilah Yahya shared insights and experiences as a former Trust School principal.
- **SKPMg2 Workshop**  
8 June 2018  
Organised by LeapEd in collaboration with PINTAR Foundation.
- **Teach For Malaysia (TFM) Conference & Expo 2018**  
21 July 2018  
LeapEd’s participation served as a platform to create greater visibility among our stakeholders and collaborators in the education sector.
- **INTEC Alumni Reconnect & Network Dinner**  
29 September 2018  
LeapEd representatives attended this event to network and create greater visibility and awareness on our organisation.

## SOCIAL IMPACT Committee



In 2018, we established our Social Impact Committee (SIC) whose objectives were to:

- Drive collective actions in initiating, organising and supporting social activities to promote and encourage the well-being and welfare of LeapEd employees (and beyond) in the spirit of unity and togetherness
- Become the catalyst to promote Social Consciousness among LeapEd staff to support LeapEd as a Social Enterprise



### PUAN HALIMAH AMAN @ UMMI ROS

Rumah Kebajikan Anak-Anak Yatim Ummi

It is my sincere hope that this charity programme is not a one-off and continues to motivate and impact the children in a positive way; as it has done in the past. The relationships built via this programme should be sustained for more high-impact programmes to be implemented consistently.



### UMMIEHANIE

TUKIMIN

SIC Member



SIC has a meaningful purpose and provides a good platform for me to give back. I enjoy being surrounded by colleagues who have the same perspective about helping others.



### MR FOONG PENG LAM

Rumah Kasih



The donations provided by your SIC helped us to reduce our operating costs and ensured the smooth running of our home and activities despite an economic downturn.



### SITI AISHAH

RAHMAN

SIC Member



An impactful SIC event I participated in was visiting an Old Folks Home and Orphanage which brought about a deeper sense of community in me. It helped me to see life from someone else's perspective; their struggles, hardships, triumph and strength.



## Be kind, spread kindness

As a token of appreciation and in conjunction with Hari Raya Celebrations, SIC distributed 150 containers of 'Kindness Cookies' in support of all LeapEd HQ staff and the KL Cluster team. The cookies were also purchased to support an initiative from students of SMK Bandar Sunway.



## Go Green Campaign

'Let's save the earth' is an ongoing programme aimed at encouraging staff to recycle. The programme currently focuses on three materials: Paper, Aluminium & Glass.



## Preloved Sale

The Preloved Sale at TESCO Shah Alam gained overwhelming support from the public and was part of SIC's fundraising activities.



## Sharing is Caring (Food Bank)

This initiative acts as a platform for staff to contribute food to be shared with fellow colleagues.







## Biggest Loser Challenge

This 'challenge' was launched to encourage staff to be healthier and fit. Activities included Yoga, Zumba and climbing the stairs amongst others.



# SIC's SUCCESSFUL EVENTS in 2018

## Ramadhan Preloved Donation Campaign with Islamic Relief Malaysia (IRM)

Through generous contributions by staff, a total of 28 boxes of clothes were collected and handed over to IRM for their distribution to underserved communities.



## Old Folk's Home Visit

This programme provided staff with the opportunity to interact and spend time with the elderly residents at the home in addition to providing essential items to them.



## Orphanage Home Visit

Staff visited an orphanage and interacted with the children there. Aid was also provided in the form of essential goods such as groceries.

# INNOVATION PIPELINE:

The Innovation Pipeline (IVP) is a platform created to capture ideas to empower, transform and lead learning from fellow LeapEdians. The IVP aims to:

- enable a platform to generate new ideas or approaches to promote a culture of innovation
- identify priority areas for experimentation;
- create collaboration to develop concepts to transform them into well thought of portfolio of ideas for testing;
- test the validity of initiatives through assessment via innovation stage gates; and
- investigate hurdles that each new idea needs to overcome prior to implementation.

## In the PIPELINE 2018 Ideas

### INNOVATION 1

#### *Jahai of Jeli*

*Access and Success for the Jahai Orang Asli*

When our Advisory team was placed in Jeli, the high number of absentees among the Orang Asli was such a concern, it sparked an idea for sustainable education centering on a tailored, project-based literacy and numeracy programme using the Jahai knowledge systems and exploration of their heritage. The Jeli team has since embarked on stakeholder engagement with the Jahai and school communities and are currently working with teachers on Project-Based Learning (PBL) and embedding technology in learning – truly innovative!

### INNOVATION 2

#### *Paka Papers*

*Knowledge Sharing for all Stakeholders*

The team had an 'A-ha' moment stemming from their particular challenges and drew the A.S.K. (Azizul, Samiha and Kit) team together to initiate the Paka Papers. The central idea was that sharing successes, reflections, experiences, and solutions in a repository of best practices from a myriad Trust Schools would be empowering and enriching. Walking the talk of development and reflection, the Papers would be a testimony to our commitment to the i4s.







**SHEILA  
SANTHARAMOHANA**

Designer, Design and Monitoring & Evaluation,  
Education Development Division & IVP  
Coordinator

Every IVP submission is testimony to our belief in the LeapEd mission, and every IVP idea is an investment of our people's commitment towards improving student outcomes in Malaysia. As such, the IVP team's role as a sounding board and champion of LeapEdians innovations is a privilege as we collaborate with our teams all over Malaysia to help them realise and support the evolution of these ideas during the pilot or implementation stages. In future, we hope LeapEdians continue to provide solutions to gaps and issues through the IVP process because *"one ripple of an idea can become a wave of change"*.



**INNOVATION 3**

***Inclusion in Schools***

***Building Capacity for all Stakeholders***

As Malaysia moves towards inclusion in classrooms, it becomes imperative that school re-culturing and teacher upskilling take place to truly give all learners opportunities for success, equity in education and provide greater life choices. This particular inclusion programme idea was proposed by someone who came from the Malaysian education system who had learning differences herself; in light of global trends in education where resources are prioritised to make schools a positive and welcoming space where students and learning could flourish. In keeping up with our values, LeapEd will embark on developing Inclusion in new capacity building initiatives in 2019 and in TSP2.0.



**INNOVATION 4:**

***Miniature Designs***

***Empowering Pre-School Educators***

*"Lentur buluh, biar dari rebungnya"* is the famous Malay proverb underscoring this initiative for Early Childhood education; giving young children a head start in learning. Initially proposed by Liew Ee Hua, it was adopted and fostered by Emily Dew into the programme, "Miniature Designs", for the year 2019. The Programme places strong emphasis on parent partnerships as current research highlights the impact of positive parenting practices and home learning on student outcomes. Ms. Liew noted many students struggle because they lack a good foundation in their early years; so any intervention that would give these students a head start has to begin when they are young. As this programme continues in 2019, it has been an exciting process for Emily who has the added challenge of framing an idealistic proposal into a practical and cost-effective programme.

The IVP process not only adds value to LeapEd, more importantly it helps structure our ideas from a simple notion to a robust proposal. The Innovation Pipeline team welcomes all input for the year 2019 and looks forward to nurturing even more ideas!



A photograph of a classroom. In the foreground, a student in a grey uniform is seen from the back, leaning over a desk. To their right, a boy in a light green school uniform is smiling at the camera. Other students in similar uniforms are seated at desks in the background. A teacher or adult, wearing a pink hijab, is visible in the upper left, interacting with the students. The room has white storage cabinets and blue chairs.

OUR  
**FUTURE**  
with EdTECH



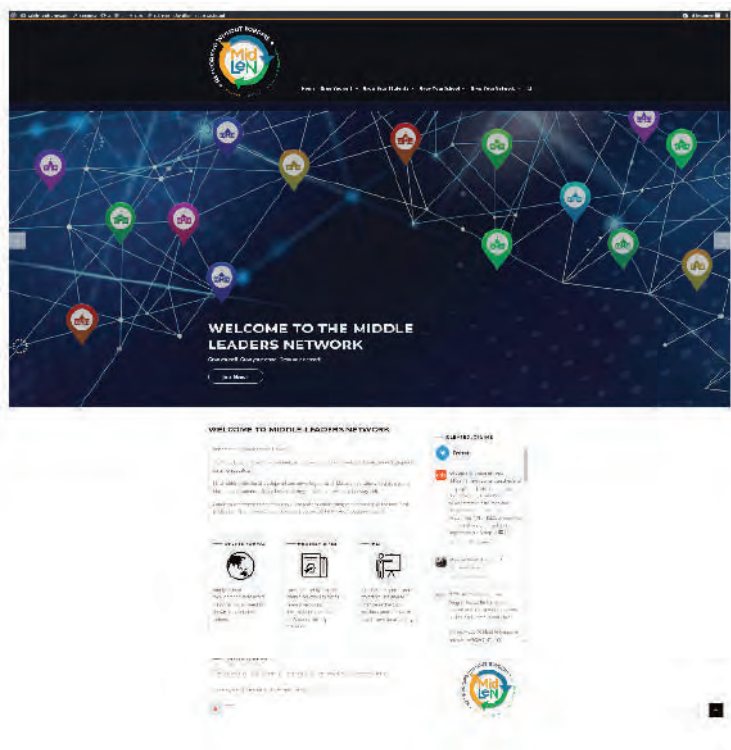
In the 21st century, technology is the key driver of change across industries. All sectors must adapt to changing markets or risk becoming irrelevant and uncompetitive. For LeapEd to thrive, we must embrace technology and use it strategically to accelerate both our own and our schools' transformation journey.

As experienced educators we understand that the catalyst for change starts with ourselves. It is our goal to ensure that all LeapEd staff are adequately equipped with the skills required for a successful transition to digital technology. It is imperative for our staff to be dual skilled; possessing both technical competencies and a creative streak to enable them to adapt to new opportunities and challenges in the projects we deliver.

With technology advancing at an unparalleled speed and scale, education is facing its toughest challenge yet. We believe that the addition of the EdTech Team will perfectly position LeapEd to play a vital role in supporting schools during this transitioning phase.

## Middle Leaders' Network (MidleN)

MidleN is Malaysia's premier online education resource and professional development and portal for educators. It is a place where educators themselves can become lifelong learners and develop 21st-century skills; either by downloading teaching and learning resources based on the latest best practices, enrolling in an accredited CPD course or becoming part of the Asean Educator Network.

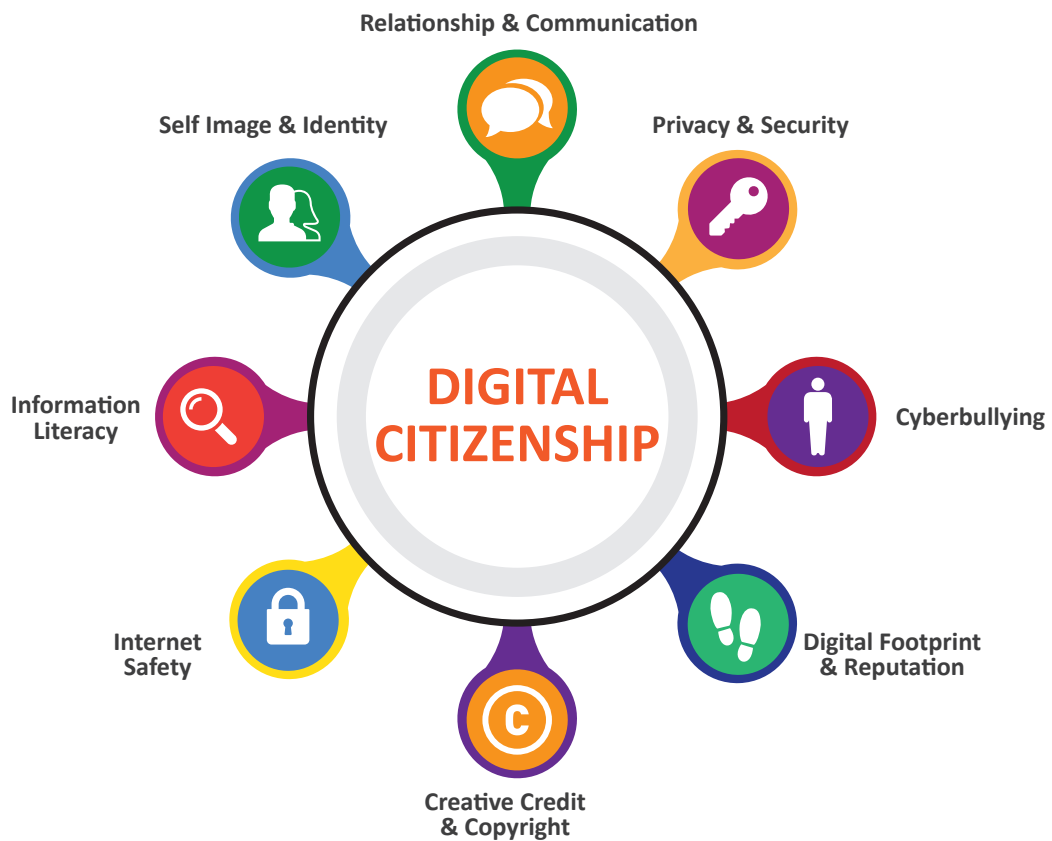




## Digital Citizenship

Digital Citizenship is a student-focused programme that builds confident and positive engagement through the utilisation of digital technologies. Students educated in Digital Citizenship will be able to develop an understanding of the following concepts:

- Digital and information literacy
- Internet safety
- Privacy and security
- Legal/ethical considerations

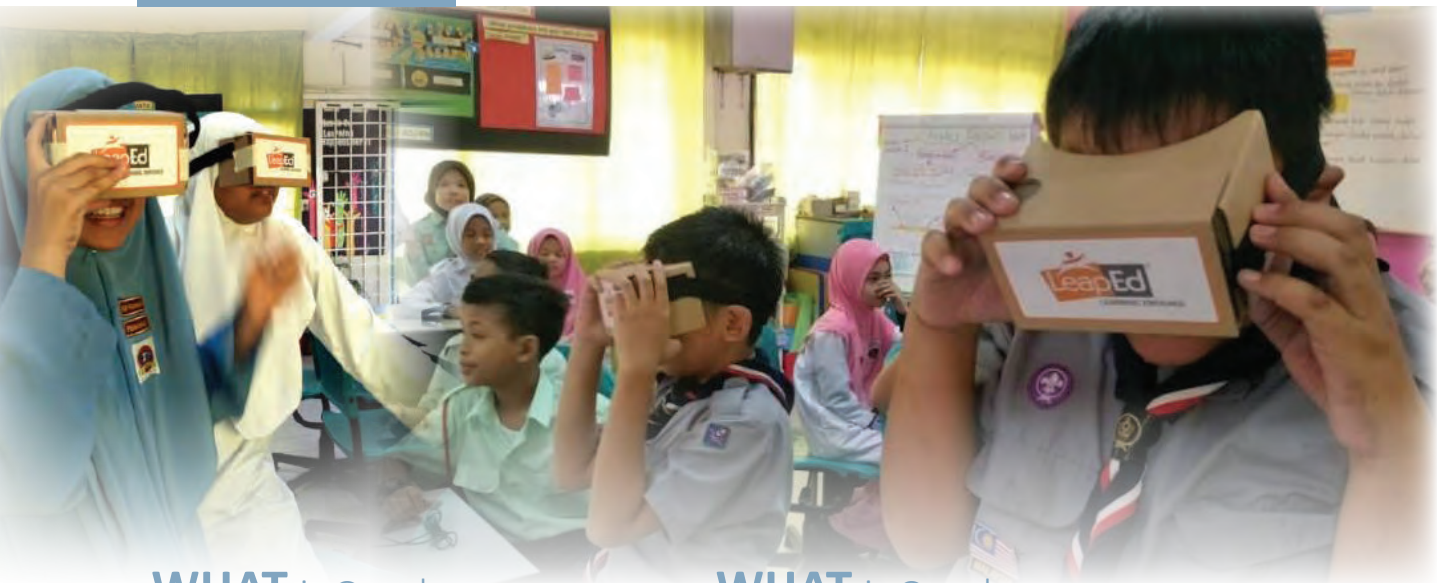


We want our students to enjoy the huge benefits that technology and the internet can offer but at the same time we want them to be aware of the potential legal/ethical issues and dangers involved.

These issues underscore the need for students to learn - and for teachers to teach - **21st Century skills** such as Digital Citizenship.

# VR CARDBOARD Programme

The VR Cardboard Programme was organised by LeapEd's EdTech team at Sekolah Kebangsaan Seri Bayu, Manjung Perak, on 5 June 2018. Throughout the programme, the students and teachers were truly excited and showed immense interest in integrating real-world exploration with the classrooms' syllabus.



## WHAT is Google Cardboard?

Google Cardboard is a low-cost virtual reality (VR) headset which is designed to allow students to become immersed in their learning experiences with 360 degree views of images or video. When students put on their headsets they can turn their heads and look around in all directions.



### AKID BASYSYAR BIN AKASHAH

6 Baiduri, SK Seri Bayu Manjung, Perak

Using the VR cardboard, I was looking at other countries as though I was really there. For example, I experienced going to see the iconic Burj Khalifa building and climbed to the top – where I even felt a bit dizzy as it was very high! Despite that, I still enjoyed the experience very much and was happy because it felt like I was really at those places. I learned a lot of history about the places I 'visited' as one session even had me using the VR cardboard with a tourist guide who explained all the historical facts. I found it fun to use this technology in school as all the students could learn in a simple and exciting way.

## WHAT is Google Expeditions?

Google Expeditions is a virtual reality teaching tool that lets you lead or join immersive virtual trips all over the world — get up close with historical landmarks, dive underwater with sharks, even visit outer space!



### NIK ADAM NIQRIS BIN NIK HASSANUDDIN

6 Baiduri, SK Seri Bayu Manjung, Perak

Through the VR Cardboard, I got to see what other countries are like. For example, we went to Egypt where we saw the Pyramids of Giza just like how they are in real life. I felt as though I was really at all those places I haven't even physically visited. I enjoyed the session very much as it was my first time "seeing" Egypt where I learned about all the historical artefacts and pyramids of different sizes. I think this technology is very fun and it definitely opened my eyes and increased my knowledge about the world around me.



Students from Sekolah Kebangsaan Seri Bayu were taken on a (virtual) expedition in Borneo!



**VR Cardboard: Bahagian Teknologi Pendidikan Negeri Perak (BTPN Perak)**

LeapEd's EdTech team introduced the VR Cardboard and smartphone app to create an interactive learning environment. More than 50 officials from BTPN Perak had a 'first-time' experience exploring the moon's surface!



## **DAMIAN JOHN TATE & MOHD SUKRI ABD RAZAK**

**Specialist, EdTech  
Education Development Division**

Our introduction of VR to young students was to familiarise them with a piece of complex technology in an inexpensive and fun way. The use of VR in industry is becoming commonplace and is one of the tools that the students will be using in years to come.

The immersive VR experience effectively removes the walls of the classroom and takes the students on a journey to places that they would not otherwise be able to visit; giving them the opportunity to explore learning in a new and dynamic way. This initiative demonstrated that smartphones can have a place in the classroom if used in a responsible and innovative way.



## **THRIYAA A/P TANGARAJU**

**6 Baiduri, SK Seri Bayu Manjung, Perak**

I participated in my school's Virtual Reality (VR) Cardboard experience and was brought on "expeditions" all over the world with the help of cardboard! I virtually visited many World Heritage sites like the Egyptian Pyramids, Galapagos Island in Ecuador, and Machu Picchu in Peru among others. Consequently, I can immerse myself and learn about these places by experiencing it virtually. Another exciting element of this experience was the 'Discovery Virtual Reality' that showed the life of elephants in South Africa. Virtual Reality is an excellent tool to learn more in an innovative way.



## **RUTH LING WANG LING**

**Guru Penyelaras Bestari Matematik, Sekolah Kebangsaan Seri Bayu, Manjung, Perak**

I was lucky to be exposed to this tool by the EdTech team from LeapEd in 2018 as the use of gadgets like this VR tool is an innovation that can fulfil aspects of 21st century learning particularly visual learning. This is especially beneficial for students who have visual learning styles. For example, when I teach Mathematics, I integrate the use of VR Cardboard in discussions on height. Pupils were given the opportunity to see with their own eyes the world's tallest building, the Burj Khalifa in Dubai which caused them much excitement. Through this experience, the concept of length measurements can be applied more easily, especially in comparison between units (i.e. km, m, cm and mm). This tool has directly impacted the students and encouraged them to want to learn. Since the introduction of the VR Cardboard at SK Seri Bayu, the school has taken the initiative to become a pioneer in the Manjung District to introduce the technology tool 4.0 (VR Cardboard) to schools both locally or nationally. Integration of VR Cardboard in PdPc is often presented during benchmarking visits and also through digital classroom workshops.





OUR

People





# SHAPING of the ROLE of LEADERSHIP BENCH

As part of LeapEd's initiative to ensure the sustainability of a Leadership role, a team called the 'Leadership Bench' (LB) was formed in 2018. They are the organisation's ambassadors; whose main aim is to

- ensure that the right messages are delivered across the organisation,
- be accountable in resolving strategic & operational issues and
- ensure capacity building in achieving the organisation's objectives.

## NORAINI HAROUN

Head of Finance Advisory Services (FAS), Education Operations Division

The best experiences I had through my involvement with the Leadership Bench (LB) were the Board Strategic Retreat in July 2018 and our recent 2019 Townhall. During the retreat, we had the opportunity to share ideas and views on the Company's direction in several scenarios including economic and political situations. During the recent townhall, the LB was given a chance to handle one of the break-out sessions and I was involved in the TSP2.0 Team.

I enjoy being on the LB because it provides good exposure and can also sharpen my leadership and communication skills.

Some of the challenges I faced included learning more about strategic thinking and how to better diversify, nurture and sharpen my talents.

## BRIAN JOHN AMBROSIO

Head of State Education Advisory Services, Education Operations Division

In our Trust Schools, a critical aspect to the success of the programme is empowering the Middle Leaders to take on more responsibilities. Previously, there were some very talented individuals with significant potential who were not necessarily given the chance to shine. Recently, management has been more open to giving these individuals more opportunities for growth; which I believe will further enhance this strategic initiative.

Personally, I enjoy the professional dialogue across departments and divisions which was something that was lacking before. Getting everyone to fully understand our core values is essential in order for LeapEd to move from strength to strength.

## NOOR RAFIDAH MOHD AMIN

Head of Talent Development, Corporate Services Division

The Leadership Bench initiative is vital and has become a key driver for succession planning. It encourages the leaders to play their role as a bridge between management and employees; helps in shaping and inspiring Leaped Culture by living with the i4 values as well as being change agents and co-constructors in the company's programmes.

My greatest experience thus far is being appointed to lead a Plenary Session project.

I enjoy being in the Leadership Bench and am proud to be chosen as one of the catalysts for the success of the organisation. At the same time, this is a huge personal and professional challenge for me to prove that I am a highly effective member of the LB.

## SYED ZAHIRUDDIN SYED ZAIN

Head of Impact Development, Education Development Division

The establishment of the Leadership Bench (LB) is crucial for the company to enable an inclusive middle management platform and leadership succession planning. My best experience as an LB member was the collaboration between LBs from different departments to deliver the 2018 Corporate Huddle-Up (CHU). Good communication, understanding and respect of our respective roles are key to the success of the LB.







## Leadership Bench Activities



# UPSKILLING COMPETENCIES Through Training

As an education-based organisation with a central focus on the Learner, it is only natural that we would view our staff as Learners too; understanding the importance of continuous professional development. To that end, we provide all LeapEd staff with the opportunity to attend relevant training in order to equip our talents with appropriate skills, knowledge, and experience; and to promote an environment of structured and systematic learning which we hope will enable them to perform their duties effectively and efficiently.

In 2018, we offered our employees two types of training programmes:

- a) Soft Skills Development Training
- b) Technical / Functional Skills Development Training

Most of the soft skills development training for employees were offered through the Company Wide Training Programme which was organised In-house and coordinated by the Talent Acquisition & Development team.

In addition, all employees were also given the opportunity to further enhance and develop their technical / functional knowledge and skills by attending external public programmes organised by external training providers.



## THULASI VIKNESWARAN

Specialist, Programme Design & Development,  
Education Development Division (Participant)

Conference:

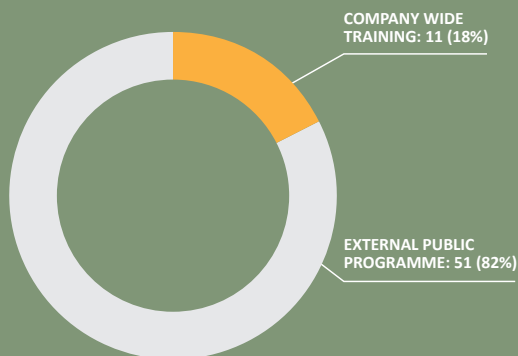
**21st Century Global Education Leadership Summit  
(21CGELS)**

Date: **15th – 17th March 2018**

Venue: Mandarin Oriental, Bangkok

21CGELS was a great opportunity for me to learn and network with education experts from around the world. At this summit I was exposed to 21st century teaching and learning practices in other countries, the practice of collaborative professionalism in education and how to leverage on Action Research towards the improvement of teaching and learning. It enabled me to incorporate some of my learnings into the STEER 1.5 materials developed over the course of 2018 and has also allowed me to share some collaborative professionalism practices with my colleagues. I strongly believe that the opportunity to attend such conferences facilitates career growth and development.

Type of Training	Number of Training/ Programme
Company wide training (In-House)	11
External Public Programme	51
Total	62



- From the pie chart, it shows that out of 62 types of training, 18% is the Corporate Wide Training (in-house) and the highest percentage of 82% falls under the External Public Programme.
- LeapEdians have been given the opportunity to enroll, expose and enhance their knowledge and skills by attending workshops, conferences, summits, seminars and forums within Malaysia as well as Singapore, Japan, Thailand and Philippines.



## LORIS A. MULLINS

Education Lead,  
Education Operations Division (Presenter)

Conference:  
**NEPC Conference 2018**

Theme:  
**Primary Colours of Education #3 School Leadership Matters**

Date: 16 & 17 April 2018  
Venue: Croatia

In April 2018, Bok Lan and I travelled to Croatia to present ***Driving Change from the Middle: The Trust School Experience***. We started the preparation in January and the whole process was comprised of three segments: Collaboration between EDD and EOD, wider collaboration and support from all LeapEd departments, and presenting to professional peers in Croatia.

The wide scale of collaboration demonstrated how powerful we are when we pull together for a common goal. Although only two of us eventually flew to Croatia, we felt we had the whole company cheering us on.

The company invested in this project from financial logistics to entrusting us to present the company in a positive light to peers of the profession. Being a recipient of that trust was a personal and professional highlight in my career. I am grateful to have been a part of this project and hope that the company will continue to engage in similar opportunities. There really is no downside; the professional and personal growth for individual and company is immeasurable.







OUR

FINANCIALS



**Independent auditors' report  
to the Directors' of LeapEd Services Sdn. Bhd.  
(Incorporated in Malaysia)**

**Report on the selected audited financial information**

***Opinion***

The selected audited financial information, which comprises the statement of comprehensive income for the year ended 31 December 2018 and related notes, is derived from the audited financial statements of LeapEd Services Sdn. Bhd. and the management accounts for the financial year ended 31 December 2018.

In our opinion, the accompanying selected audited financial information set out on page 67 is consistent, in all material respects, with the audited financial statements and the management accounts.

***Selected audited financial information***

The selected audited financial information does not contain all the disclosures required by the Malaysian Financial Reporting Standards, International Financial Reporting Standards and the requirements of the Companies Act, 2016 in Malaysia. Reading the selected audited financial information and the auditor's report thereon, therefore, is not a substitute for reading the audited financial statements of LeapEd Services Sdn. Bhd. for the year then ended 31 December 2018 and the auditors' report thereon.

***The audited financial statements and our report thereon***

We expressed an unmodified audit opinion on the audited financial statements in our report dated 4 March 2019.

***Directors' responsibility for the selected audited financial information***

The Directors are responsible for the preparation of the selected audited financial information set out on page 67.

***Auditors' responsibility***

Our responsibility is to express an opinion on whether the selected audited financial information is consistent, in all material respects, with the audited financial statements of LeapEd Services Sdn. Bhd. and the management accounts for the year ended 31 December 2018 based on our procedures, which were conducted in accordance with Malaysian Approved Standard on Auditing (ISA) 810 (Revised), "Engagements to Report on Summary Financial Statements".



4 March 2019  
Kuala Lumpur

A member firm of Ernst & Young Global Limited



## SELECTED AUDITED FINANCIAL INFORMATION

### STATEMENT OF COMPREHENSIVE INCOME FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2018

	Note	2018 RM'000	2017 RM'000
Revenue	A	71,582	69,285
Direct Delivery Costs		(41,367)	(43,756)
Indirect Delivery Costs		(17,816)	(14,674)
Delivery Surplus		12,399	10,855
Development Costs, net	B	(12,250)	(15,185)
Loss before Tax		149	(4,330)
Tax		(247)	-
Loss after Tax		(98)	(4,330)

#### Note

(A)	Trust School Programme	49,856	66,467
	Other Projects	20,120	1,290
	Other Income	1,606	1,528
		71,582	69,285

(B) LeapEd is committed to investing all surpluses into the Research, Development and Innovation of solutions to improve quality of education as well as continuous enhancement to service in order to sustain and scale impact.

Total Development Costs	13,960	16,407
Capitalisation	(3,259)	(2,803)
Amortisation	1,549	1,581
	12,250	15,185

## OUR OFFICES

### 1 KL HEAD OFFICE

Level 52, Menara TM, Jalan Pantai Baharu,  
50672 Kuala Lumpur. Malaysia.

Tel: +603 – 2282 3456      Fax: +603 – 2282 3457

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### 2 PERAK

Pusat Perniagaan Manjung Point 3,  
32040 Seri Manjung,  
Perak Darul Ridzuan.

### 6 KELANTAN

Lot No. 8, Taman Haji Mamat,  
Depan Balai Bomba,  
17600 Jeli, Kelantan.

### 3 JOHOR

Suite 5.1, Level 5, Menara Pelangi,  
No 2, Jalan Kuning, Taman Pelangi,  
80400 Johor Bahru.

### 7 SARAWAK

Wisma DUBS Everise, Level L2-03,  
Jalan Petanak, 93100 Kuching.

### 4 TERENGGANU

11-U Mezzanine Floor,  
Jalan Engku Pengiran Anum 1  
(Jalan SAR),  
20300, Kuala Terengganu.

### 8 SABAH

Kimanis Centro  
Lot 11, Tingkat 1,  
Jalan Kimanis, Papar  
89600, Kota Kinabalu,  
Sabah.

### 5 KEMAMAN

1st Floor, Lot 50418  
Jalan Kubang Kurus,  
Taman Bersekutu,  
24000 Kemaman,  
Terengganu.







## CALL FOR **COLLABORATION**

LeapEd Services Sdn Bhd (LeapEd) began with a mission to initiate a movement towards learner-centred education in Malaysia. Together with Yayasan AMIR and the Ministry of Education, we have built 160 school communities over the last eight years.

If you are as passionate about education as we are, join us on this life-altering journey...



**LeapEd Services Sdn. Bhd.**

**KL Head Office**

Level 52,  
Menara TM,  
50672 Jalan Pantai Bahru,  
Kuala Lumpur

+603 22823456  
+603 22823457

email: [enquiry@leapedservices.com](mailto:enquiry@leapedservices.com)

**[www.leapedservices.com](http://www.leapedservices.com)**